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success of these books has furnished evidence of the need for such material. Another book<sup>1</sup> has now appeared which is devoted to general principles of method in the high-school field.

The major part of the book is given to a discussion of the aims of teaching, the fundamental factors of method, and the principal modes of instruction. The scope of these chapters is well set forth in the following quotation:

School education should secure for the student five qualities: knowledge of self, of environment, and of their mutual relation; power of thought; sympathetic feeling toward environment; power to express and apply; steadiness of character and permanence of attainments. Instruction which is adapted to the realization of this fivefold aim may be thought of as consisting of six elements or method factors: acquisition, as the securing of information; reflection, as its interpretation; expression, as the giving out of received experiences; appreciation, as the feeling response to situations; drill, as the rendering permanent of experiences; and testing, as the insuring of results sought. . . .

In the realization of the lesson aim, instruction may be viewed under five modes, which are variously combined in the method of instruction for different lessons: viz., Recitation, Problematic, Appreciation, Expression-Application, and Laboratory [pp. 41-42].

In addition to this general body of material the author discusses methods of study, lesson organization and planning, the application of educational measurements, and problems of individual and social instruction.

As the title indicates, the fundamental purpose of the book is to formulate the general *principles* upon which methods of teaching must be based. In a large measure the author leaves to the teacher the problem of adapting and applying these principles to instruction in the various secondary-school subjects. In this respect, as well as in the general body of principles covered, the book resembles the older group of general methods texts more than the books devoted particularly to teaching in high schools. The greater part of the book would be fully as applicable to elementary as to secondary instruction. The point of view is functional in that throughout there is a procedure from discovery of aim to the adaptation of process to aim. The reader has a feeling that the literature of experimental psychology and education might have been profitably used in greater amount in support of the principles stated.

The book contains little that is new, but as a statement and discussion of fundamental principles of teaching, it is a meritorious piece of work. Its value as a text would be contingent upon the use of sufficient supplementary reading and discussion to insure the application of its principles to the work of the classroom.

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*Mental development of the child.*—It is now a full half-century since the child-study movement began. This movement has done much in the way of

<sup>1</sup> HERBERT H. FOSTER, *Principles of Teaching in Secondary Education*. New York: Charles Scribner's Sons, 1921. Pp. xviii+367.

yielding an insight into the nature of the physical and mental development of children, but thus far, at least, it has influenced but little the major problems of education. Animal and comparative psychology have linked themselves with it and, together with physiology, have given us the present-day biological psychology. As an introduction to an understanding of the developmental periods of man it has proved of great worth.

One of the most vigorous exponents of the new dispensation has been Professor O'Shea, whose recent volume<sup>1</sup> enables him with renewed confidence to put forth the views he holds concerning it.

His point of view is best expressed in the following quotation from the Preface:

It may be said that one who regards human nature from the standpoint of biological psychology seeks to explain the behavior of a child or youth on the basis of natural laws governing the development of his body, his intellect and character.

There are three parts to the book: The first deals primarily with the instincts, the order of their development, their manifestation, their influence, together with the manner in which they may be utilized as an explanation of behavior. Although one meets with no new concepts here, one finds the results of extensive researches on the part of the author.

Part II, under the introductory caption of "Educational Interpretations," seeks to bring the facts previously established into definite relation to the problems of the school and the home, in so far as educational activities are concerned. He pleads for rational sense-training, learning by doing, and for the inclusion in the school of actual life-activities. Much stress is laid upon the power of suggestion. Two lengthy chapters are devoted to overstrain in education. Here the discussion centers chiefly about the conditions resulting in wastage of nerve energy, in the development of bad physical habits of posture, eating, sleeping, etc. The effects of faulty external conditions such as ventilation, heating, and lighting are dealt with briefly.

Part III, of over one hundred pages, is made up of quotations and questions, and the statement of problems which may serve as the basis for discussion and investigation. It is designed, quite evidently, for the use of reading circles and teachers' clubs and as a means of enabling students to bring to play upon the problems the principles developed in the other two parts of the book.

The book presents a phase of educational thought which is forcing itself more and more into evidence. Indeed, most of the facts with which it deals are recognized as of great significance. But one constantly asks himself how the school must be reorganized in order that these ideals may be realized. How must the curriculum be modified? How is the administration to be changed? What methods shall we use in order that more effective outcomes

<sup>1</sup> M. V. O'SHEA, *Mental Development and Education*. New York: Macmillan Co., 1921. Pp. v+403.

may result? Professor O'Shea has not told us these things. But the book will serve the useful purpose of setting up the problems, and the future shall have the task of slowly working them out.

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*A valuable study in historical research.*—Dr. Miller's historical volume appears as one of the series of "Supplementary Educational Monographs" published by the University of Chicago. This investigation of educational legislation<sup>1</sup> in Ohio from 1803 to 1850 represents a new method of producing a history of education.

The investigation seeks to discover a true expression of the "constructive educational thought and activity of the period" through an analysis of the legislative annals of the period.

This historical volume has several things to commend it. In the first place, it presents the struggles of the first state of the Northwest Territory to evolve a state system of education. The fact that Ohio's experience would probably affect the evolution of educational opportunity in the other states to be formed out of the old territory adds special interest to the volume.

In the second place, the volume is of special interest to the scientific student of education because of the method employed. The attempt to construct a history of education through a study of educational legislation is a novel departure in the procedure employed in writing educational history.

A third valuable feature of the volume is the appendixes. Appendix A gives "A Classification and Abstract of the Educational Legislation of the Period: 1803-50." Appendix B is "A Page and Volume Index to All Educational Legislation in the Session Laws of Ohio from 1803-50."

Some notion of the character of the volume can be gathered from the headings of the various chapters: "The Sources of Ohio's Public School System," "The Development of the Public School System," "The Public School Lands," "Secondary and Higher Education," "The Education of Defectives, Dependents, and Delinquents," "The Training of Teachers," "Supplementary Educational Agencies," and "Conclusions."

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*A book on the fundamentals of bringing up children.*—Definite laws have been found to govern the production of life in all its forms, from the lowest plant and animal organism on up the scale to human beings. Agriculturists place better seeds in better soil in order to reap better crops. Likewise, society is interested in better homes and better parents because every child has the right to be well born. This growing interest in child welfare is evidenced

<sup>1</sup> EDWARD ALANSON MILLER, *The History of Educational Legislation in Ohio from 1803 to 1850*. "Supplementary Educational Monographs," Vol. III, No. 2. Chicago: Department of Education, University of Chicago, 1920. Pp. xi+248. \$2.00.